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ABSTRACT

Despite drastic budget cuts precipitated by the New York City fiscal crisis, and a 40 percent cut in program staff, the Division of Continuing Education (DCE) of New York City Community College in 1974-75 enrolled 9,707 adult students in 377 noncredit courses and programs, representing an increase of 1,349 students and 101 courses beyond the 1973-74 totals. In general, DCE offerings are of two types: those developed for particular groups through grants and contracts, and those offered to the public on a tuition basis. Almost the entire enrollment increase in 1974-75 reflects growth achieved in the area of grants and contracts. In all, 7,791 students enrolled in 283 courses and programs supported by grants and contracts totalling $681,428. These students were primarily minorities, inmates of a correctional institution, the elderly, and adults with educational deficiencies. The 1,916 adults attending 94 tuition courses were primarily working adults seeking occupational advancement. Specific programs and community service projects are described, and statistical data are appended. (NHM)

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ANNUAL REPORT
1974-1975
division of continuing education · and · extension services
NEW YORK CITY COMMUNITY COLLEGE

JC 760 336

New York City Community College

OF THE CITY UNIVERSITY OF NEW YORK, 300 JAY STREET, BROOKLYN, N.Y. 11201

April 9, 1976

Herbert M. Sussman, President
New York City Community College

Dear President Sussman:

Attached is a copy of the Annual Report of the Division of Continuing Education and Extension Services for 1974-75.

This report, following on the previous reports -- Five Year Report for 1966-71, Annual Report for 1971-72, Two Year Report for 1972-74 -- chronicles the commitment of New York City Community College to adult continuing education and community services.

The continued support of the College to continuing education and community services, even under the unrelenting pressures of the budget crisis, is evidence of a dedication to all of the basic purposes of a comprehensive community college.

We take this opportunity to express our appreciation for the support and cooperation of the administration, faculty and staff of the College.

Sincerely,

Victor Lauter

VICTOR LAUTER, Dean
Division of Continuing Education
and Extension Services

VL:mg
att.

New York City Community College of Applied Arts and Sciences is Administered by the Board of Higher Education of the City of New York under the program of the State University of New York

ANNUAL REPORT

1974 - 1975

DIVISION OF CONTINUING EDUCATION
AND EXTENSION SERVICES

NEW YORK CITY COMMUNITY COLLEGE
300 Jay Street
Brooklyn, New York 11201

December 1975

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NEW YORK CITY COMMUNITY COLLEGE

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INTRODUCTION

It is difficult, this year, to assemble the annual report of the 1974-75 program year under the shadow of the drastic changes occasioned by the City and State budget crises and the still undefined but upcoming new conditions and mandates we all face.

As we came to the end of 1974-75 and began the program for 1975-76, the budget crisis of the City, and consequently of the City University, provoked drastic cuts in the budget of New York City Community College.

The Division of Continuing Education, as part of the College, sustained a 40% cut of its program staff. Four of the ten program staff were eliminated. The two staff members responsible for the Cultural Affairs Program were cut, and the Cultural Affairs Program of the College, cancelled. Two program coordinators, the Coordinator of Technical and Industrial Programs at our Voorhees Campus and the Coordinator of Health Services Programs for the Division were both cut from our staff.

We record the program of 1974-75 in the hope that future restructuring of the University and the constrictions of budget will not corrode or preclude a commitment by the University to continuing education as a process of life-long learning.

Every mandate calls for the community college to provide community service and continuing education. At a moment when the need for life-long learning in an era of change and decision is being emphasized everywhere in words, the small beginnings of a commitment we have made creating educational opportunities for those who have been deprived of them, should not be excised in deeds.

During 1974-75, the Division of Continuing Education enrolled 9,707 adult students in 377 noncredit courses and programs.

One thousand nine hundred and sixteen adults, primarily working adults seeking occupational objectives, attended 94 tuition courses in environmental sciences, clock repair, driving

instructors education, dental technology, English as a Second Language and other language arts, study skills, hearing aid technology, hotel and restaurant technology, medical laboratory technology, pest control operations, welding, biomedical equipment technology, health services, fire safety, plumbing design, management and other extension areas.

Seven thousand seven hundred and ninety-one students enrolled in 283 courses and programs supported by grants and contracts totalling $681,428. These students were primarily from minority groups, inmates of a correctional institution, the elderly, and adults with educational deficiencies.

The enrollment figures for 1974-75 reveal an increase of 1,349 students and 101 courses beyond the totals of 1973-74. Almost the entire increase reflects the growth achieved in the area of grants and contracts.

The Cultural Affairs program of the Division of Continuing Education served students, faculty, staff and community supporters through its Concerts, Children's Theatre, Broadway Threatre discounts and Brooklyn Community Series. A total of 28,488 tickets were sold for 1974-75 to diverse cultural events -- 3,000 more than were sold the previous year.

Through tuition courses, grant programs and cultural events, the Division provided cultural stimulation and participation to the College and the Brooklyn community and provided continuing education and community services to the aging, to students with a history of involvement with the criminal justice system, to minority groups, to workers seeking to upgrade their skills and to advance in their careers, and to women seeking counseling and support for new educational and career initiatives.

Planning

The piecemeal uncertain pattern of funding Continuing Education frequently makes it difficult to set priorities or to plan. Year to year funding puts emphasis on refunding and survival rather than on comprehensive planning and attainment of stated goals. This does not mean, however, that Continuing Education is planless. Priorities must be set within a flexible framework where achievement depends not only on dedication and creative ideas, but also on the acquisition of necessary funds. The commitment of Continuing Education is to serve diverse populations: the elderly, the incarcerated, the handicapped, women, minorities, those who have educational deficits due to discrimination and poverty, those who are seeking knowledge or skills to achieve a satisfying life and work and those who are searching for technical and professional advancement on the basis of further education and training.

The goal of serving working people who seek additional knowledge and skill in order to advance in their chosen fields of work is achieved through the courses for which people pay tuition. The fiscal stricture in the "regular" courses financed by tuition is that the tuition must meet the instructional costs. Those who have suffered deficit and disadvantage, however, and have the greatest educational needs, are not in a position to pay. The priority of serving such groups depends on the formulation of appropriate grants and the achievement of funding. The decision about what grants to seek is determined both by what is available and by the priorities we set.

The commitment to the priorities is most often first expressed in exploratory, pilot courses and relationships established by the central staff and implemented by volunteers and graduate students in field placement in the Division. The experience and knowledge acquired in these first small pilot endeavors provide the basis for grant applications.

The Institute of Study for Older Adults began in this way. After one course was successfully launched by central staff and a graduate student, we applied for small grants to foundations. Two small grants enabled us to expand the program in Brooklyn. We then began to receive requests for programs from the Bronx, Queens and Manhattan. We then applied for a grant, To Enhance Community College Services to the Aging, from the New York State Office of the Aging. From one course we moved to many courses funded by small foundation grants and then to a more comprehensive program which involved all eight community colleges in City University of New York in educational services to the aging.

Then, as the outgrowth of the knowledge, experience and relationship acquired here, we developed other programs. Due to the success and reputation of the Institute of Study for Older Adults, we were able to obtain a grant from the Edna McConnell Clark Foundation for a program, Expanding Employment Opportunities for Older Adults. On the basis of developing a search for patterns of employment for people 45 and older in this grant, an application was developed for another grant, a Cooperative Education Program for persons 45 years of age and older. This grant has been funded for 1975-76. In this way, our activities incrementally mounted to become a more comprehensive effort by a community college to serve the elderly.

In the past year, cooperative planning between different sections of our own programs were underlined. For example, in 1975-76, the Institute of Study for Older Adults and the Cultural Affairs program will provide an additional program entitled "Adults at Leisure". Showcase concerts by young artists will be provided free to older people through the cooperation of the Institute of Study for Older Adults and the Cultural Affairs program of the Division of Continuing Education.

Thus, although in the beginning we did not have funding to develop a comprehensive program of educational service to older persons, we did in the last six years develop from

small origins a larger program which has become increasingly coherent and interrelated and which serves the needs and desires of older persons.

In the same way, we became involved in searching for ways to serve inmates, beginning with a small program of cooperation with an existing volunteer tutoring program at the Brooklyn House of Detention. On the basis of the experience and relations and ideas developed in the first year, a grant was written to develop a Pre-Vocational Program at the Brooklyn House of Detention. The Pre-Vocational Training Program taught incarcerated men the English, Math and coping skills necessary for vocational advancement.

On the basis of this program and its experiences, we expanded our efforts through another grant provided by the Criminal Justice Coordinating Council, to run an inmate literacy program. In this program, inmates serve as tutors for other inmates who read at a level below the fourth grade. The amplification of this program made possible the establishment of a learning center on the sixth floor of the Brooklyn House of Detention.

We are now looking forward to the possibility of expanding the programs to serve the men after they leave the Brooklyn House of Detention and go upstate or back to the community. This may be made possible through coordinated efforts with upstate prisons and community colleges and with local community groups to provide continuing education on the basis of what the men have accomplished at the Brooklyn House of Detention.

Again, out of a small central staff, student and volunteer effort in the Brooklyn House of Detention, we have now developed programs which include a Learning Center in the Brooklyn House of Detention and plans for community and upstate continuation. Slowly, we are moving towards more educational services for inmates.

We are not always so fortunate. Other programs, started with good experience and implemented with excellence, have failed of enlargement and growth when refunding was not achieved. For example, our Adult Career and Educational Counseling Center which

achieved its objectives and enjoyed enormous community response and support in its efforts to open for women new education and career opportunities, was not refunded. Thus, the initiative to serve this target group was interrupted -- only temporarily, we hope.

Where we achieve refunding of priority programs, we move to develop a coherent incremental educational service. When we do not achieve refunding, our priorities are skewed.

In the past, tuition courses could be planned effectively with student and faculty input. In the current critical budget crisis, even the small stable funding which made possible the tuition program, is endangered. This may mean curtailments of technical courses which working adults have utilized for educational growth and career advancement.

I. STAFF DEVELOPMENT

Nineteen seventy-four-seventy-five witnessed a more conscious effort to enhance staff development. A larger number of grants were funded in 1974-75 than we had received in any previous year. It was no longer possible for the full-time program staff of twenty-eight to meet together frequently, let alone to include part-time instructional staff.

Therefore, various types of staff meetings were organized. The central staff of the Division, who are the coordinators of all programs, including grants, met once in two months. Central and full-time project staff met once a month. In addition, program staff in separate projects, full-time and part-time, met separately to discuss their specific problems of organization, curriculum, student performance, faculty problems, job placement and relationships with other agencies.

Central staff meetings dealt with critical educational and college issues. On one occasion, Dr. Norman D. Kurland, Director, Study of Adult Education, New York State Education Department, met with the central staff of the Division to discuss the financing of Continuing Education, the rationale for increased public support for adult education, and the need for an "age-neutral" policy in adult and continuing education. The Dean of Administration, New York City Community College, met with our staff to discuss the plans and implications of new construction in the College. Dr. Richard Alfred, Director of Institutional Research and Development, New York City Community College, discussed with our staff methods for an assessment of community needs and other data necessary for the College.

The all-staff meetings dealt with pressing problems of attrition, curriculum evaluation, program development, and the impact of recession on short-term training projects and on planning for future programs.

On an individual level, the participation of staff in professional meetings and conferences was encouraged within the limits imposed by a halving of travel funds.

Adjunct faculty, teaching courses in a common extension area such as pest control, hearing aid dispensing or English as a Second Language, met together periodically to review curriculum, analyze directions for new courses and strengthen teacher interchange. A new instructor in Pest Control, for example, attended a number of sessions taught by an experienced teacher in that area as an orientation, and viewed materials and suggestions from other seasoned faculty.

On another level, in order to create a sense of community and connectedness between the discrete elements of a varied continuing education program, we organized an opportunity for adjunct faculty to meet each other and full-time staff. In April, a reception was held for 125 members of the teaching faculty and staff of the Division. The buffet was prepared by students of our Hors D'Oeuvres and Canapes course (HTX 510) with the cooperation of the course instructor and the faculty of the Hotel and Restaurant Management Department.

Efforts were made to stimulate valued instructors to master shortcomings and advance to excellence. For example, an instructor who was outstanding in laboratory demonstration but hesitated to reinforce with verbal explanation because English was not his first language, was encouraged to enroll in a language course.

The enlargement of the full-time staff presented new problems. The staff had grown markedly as a direct result of grant acquisitions. Some project personnel, subject to the anxieties of the yearly search for funding, became tense under the deadlines for filing, the uncertainty of waiting for answers of approval or rejection, payless periods between grants, and the general insecurity and tenuous status of the project person whose program has not yet been funded. The addition of four remedial assistants, made possible through the Comprehensive Employment and Training Act, added valuable and valued staff, but staff whose salaries were far below those of central staff or funded projects.

Staff meetings, therefore, canvassed and aired, though they did not resolve, questions related to professional insecurity, perspectives on career possibilities, and internal staff relationships. Staff members, significantly involved with one another in program development and interdependent in achieving broad goals, were nevertheless affected by differences of status and financial and professional rewards.

As grants enlarged, a comprehensive knowledge of diverse programs became more difficult to maintain. New staff particularly felt that they did not know about other programs and the relation of those other programs to their own in terms of priorities for special target groups: inmates of correctional institutions, the elderly, women, the unemployed without training, the under-employed seeking upgrading, and the technical and professional workers trying to stay abreast of new developments in their fields.

As 1974-75 drew to an end, staff requested for the following year:

1. establishment of a staff committee to orient new persons employed in whatever projects were funded, and

2. the development of better methods of communication and interchange so that staff would have an understanding of the main directions of programs and how each separate program related to the whole.

II. TUITION COURSES AND PROGRAMS

Tuition-supported courses are offered by the Division of Continuing Education to meet the following objectives:

1. To train students, searching for meaningful employment, in new technical, trade, or business specialties;
2. To improve work skills and knowledge;
3. To prepare students for licensure or certification;
4. To provide advanced training;
5. To examine new issues and current developments in technical fields;
6. To provide general educational preparation for both further education and employment.

In 1974-75, 1,916 adults attended 94 courses to implement these occupational and educational objectives.

Hearing Aid Dispensing

Often a number of objectives become intertwined as a program grows and develops. The Hearing Aid Dispensing program is an example of the incremental process of moving from basic and advanced courses to recurrent examination of progress and problems in the technologies.

Since 1969, the Division of Continuing Education of New York City Community College of the City University of New York, has been offering a noncredit (non-degree) program in Hearing Aid Dispensing.

The objective of the basic course is to provide the background necessary to dispense hearing aids. There is discussion of the various types of aids and their capabilities, circuitry and frequency response, air and bone audiometry, earmolds and impression techniques, anatomy of the ear, and sound physics.

Emphasis is placed not only on the proper fitting and evaluation of hearing aids, but on care and counseling of the hard of hearing.

The advanced course includes practical hearing aid dispensing, techniques in adjustments of hearing aids, further discussion of proper audiometric testing techniques, and interpretation of audiograms. Stressed is an understanding of the variety of types of instrumentation utilized in the evaluation of hearing losses.

Nearly 200 students have completed these courses in the past 6 years. Most of the students were already employed in hearing aid and/or ophthalmic dispensing offices.

To further improve the competency of those engaged in hearing aid dispensing, the Division of Continuing Education in 1973 organized, in cooperation with the Hearing Aid Journal, an all-day symposium entitled "Progress in Hearing Aid Technology". More than 125 hearing aid professionals attended the program held at the CUNY Graduate Center to hear nationally known experts in the field of hearing aids and hearing health science discuss new technological developments. In 1974, another all-day symposium was successfully presented. In October 1975, the Division of Continuing Education organized, in cooperation with the Hearing Aid Journal, the third annual symposium. As with the previous symposia, over 100 hearing aid dispensers, representatives from manufacturers of hearing aids and their components, prominent engineers and psychoacoustic scientists from cities in New York and New Jersey, as well as Connecticut, Pennsylvania, and Massachusetts participated.

The symposium presented information on current earmold technology and other new technical advances. Current state and federal regulations and legislation were discussed. Attention was focused on the need for incorporating an educational program as an integral component of legislative standards for hearing aid dispensers in the State of New York.

In the Fall of 1974, Basic Electronics for Audiologists was offered for the first time. It provided a study of topics which are not part of the curriculum ordinarily available in

audiology degree programs. The objective was to familiarize audiologists with the basic theory and operation of the electronic equipment used in audiometric screening and related audiological techniques. It is expected that sufficient knowledge would be acquired by the audiologists so that simple maintenance and minor repairs could be adequately accomplished. Attending were audiologists from many major health facilities, for example, Mt. Sinai School of Medicine, Albert Einstein College of Medicine, Beth Israel Medical Center, Columbia-Presbyterian Hospital, and New York Eye and Ear Infirmary, as well as a number in private practice or working in the offices of otologists and otolaryngologists.

Pest Control Operations

A number of new courses were developed and modifications made in previously offered courses in Pest Control Operations.

Advanced Pest Control was restructured to prepare students for the new state licensing examination in Pest Control. Identification of Arthropods, offered for the first time in Spring 1975 will be modified in the future to emphasize field rather than laboratory identification.

During this year the program suffered a great loss in the death of Stanley Braithwaite, who was instrumental in the inception of the program, who helped develop and extend it, and who taught its courses from the beginning of the program until his death this past year. He had helped to develop a fine cadre of colleagues who recruited other instructors from the industry and who continue his work.

Hotel Technology

During the 1974-75 academic year, additional noncredit courses in Hotel Technology included Marzipan, Blue Ribbon Wine Seminar, Basic Culinary Techniques, and Advanced Culinary Techniques. These courses extended our relationship to new practitioners in the industry, experienced practitioners seeking new skills, and food and wine connoisseurs and

gourmets.

Clock Repair

The clock repair program began in the Fall 1974 semester with one course, Basic Clock Repair. In Spring 1975, one basic and one intermediate course were offered. The intermediate course utilized an industrial arts laboratory and featured more specialized work such as fabricating various clock replacement parts. Additionally, a second section of the Basic Clock Repair was offered. An advanced course is envisaged for 1975-76.

English as a Second Language

Changes were made in the enrollment procedures for English as a Second Language courses in 1974-75. In the past, students assessed their own language needs and selected the course which they felt was appropriate. Often students either under- or over-estimated their abilities. Instructors then were faced with the necessity of transferring students. Definite class rosters could often not be established until the fifth or sixth class session.

In Spring 1975, a screening procedure for all students was established. Standard tests were administered and the results interpreted to each student in an interview.

On the first night of classes, approximately sixty students were screened and directed to either Basic English as a Second Language, Advanced English as a Second Language, or Reading, Writing, and Speech Improvement. This procedure improved placement markedly.

General Educational Development

The Division was approached repeatedly by community adults to offer preparation for the High School Equivalency Examination and for study skills courses.

In the Spring of 1975, a Study Skills course was offered to adults who had participated in the seminars and interviews of our Adult Career and Educational Counseling Center and who had identified a need for assistance in developing study skills.

As a result of this course, and repeated community requests for a high school equival-

ency program, the Division explored, with the Board of Education, the possibility of a cooperative effort in making available G.E.D. (General Educational Development) courses at the College. (This program was implemented in the Fall of 1975).

Tuition Courses at Voorhees

Nine tuition-based courses were offered at the Voorhees Campus during 1974-75. All but one of them, Basic Auto Maintenance and Trouble Shooting, prepared individuals for skilled employment in a technical area. Courses were run in Air-Conditioning, Refrigeration Mechanics, Oxyacetylene Welding, Basic Electric Arc Welding, Carbon Steel Pipe Welding, and Advanced Electric Arc Welding.

The Basic Auto Maintenance course, offered in cooperation with the Department of Automotive Technology, taught consumers of automobile service the basics of keeping their cars in good running condition and served to alert them to possible unfair business practices on the part of mechanics. Although the course has been well subscribed in the past and demand for it continues, budget difficulties in the College necessitated the closing of the Voorhees Campus on Saturdays, the only day when the laboratory and equipment for this course were available.

Health Service Programs

Continuing Education programs in the health services expanded during the 1974-75 academic year.

Most health courses in continuing education were offered on a tuition-fee base. New courses which ran during the 1974-75 year included: Documentation of Patient Care, Basic Hospital Accounting, Related Subjects in Biomedical Equipment Technology, Studies in Labor Relations in Health Management, and Medical Auditing.

A number of one-day programs explored topics of current interest in the health professions. Two hundred and four (204) health professionals attended a symposium entitled "To Die

With Dignity: A Humanistic Approach to the Death and Dying Process". This program was funded by a $1,600.00 contract from the United States Department of Health, Education and Welfare, Region II, Bureau of Long Term Care. Panelists gave papers during the morning session on cultural traditions, forms of medical care available, patients' rights, and interpersonal relations of terminal patients. The afternoon session gave students an opportunity to examine interpretations and to share case studies. An added feature was the videotaping of the symposium by the Division's Institute of Study for Older Adults' class in Videotape Workshop Techniques.

Later in the year, the Division offered two more programs which attracted administrative and nursing personnel: "The Implementation of Reform in Extended Care Facilities", and "Professional Development Seminar in Focused Childbirth Preparation". The former program was a panel discussion on how nursing home administrators can improve the quality of care without the infusion of extra funds. A review of the findings and recommendations of the Temporary State Commission on Living Costs and the Economy (The Stein Commission) was presented by its Project Director, Ms. Barbara Baer. Students exchanged views on what they could do to overcome the abuses in nursing homes which prompted the investigation.

The seminar in childbirth preparation taught forty (40) nurses about alternative methods of childbirth preparation, including the LeMaze Method, and discussed counseling techniques for nurses who assist unwed teenage expectant mothers.

Long Term Care administrators and staff nurses appealed to the Division for the development of more continuing education programs to meet their needs. Nursing Home Administrators already are expected to attend continuing education programs to renew their licenses, and current prospects indicate that nurses may soon share this requirement. This trend, which is most prounounced in the health field, has led to discussions centering around the establishment of Continuing Education Units as standards of measure in noncredit program offerings.

The Division will continue to be sensitive to this need and welcome suggestions from its constituency.

Other Tuition Courses

As in previous years, courses were also offered in Driving Instructors Education, Medical Laboratory Technology, Welding, Fire Safety, and other extension areas.

Grave problems of constrictions of classroom and laboratory facilities prevented the development of other ideas and requests into actual courses. Laboratory space, particularly, was at a premium and we were forced to put in storage courses which we could not house.

III. PROGRAMS FOR OLDER ADULTS

Institute of Study for Older Adults

During its sixth year of offering courses to older adults, the ISOA has undergone a number of positive changes as well as a continuing growth in the level of confidence and ability of its widespread student population.

Although the lack of increased funds has plagued the program by limiting its expansion possibilities, ISOA has managed to remain a dynamic operation. Extra funding for courses by one of the eight CUNY Community Colleges plus financial aid from individual senior centers has made possible fifteen new courses this year.

A change in the coordination of ISOA was instituted in order to provide more money for courses. Instead of seven part-time graduate student coordinators, one full-time and one part-time coordinator were employed. In order to not completely eliminate our practice of providing field placement to graduate students interested in the aged, one part-time ISOA staff member was a graduate student in social work from Fordham University.

Successes at three new locations provided ideas for new course directions. At Gaylord White Houses in East Harlem, each week's sociology class was videotaped. Sessions were replayed at least three times during the week on closed circuit television sets in each of the residents' apartments. Providing closed circuit television in each apartment of an adult residence building is an idea brought to fruition by Mt. Sinai Hospital. By cooperating with them, the program was able to reach approximately 200 people, a substantial increase over the average ISOA class size of 15-20 people. Students responded very positively to this ISOA format. Those unable to attend class greatly appreciated the opportunity to view it at a later time. Those who regularly participated, enjoyed the repeat of programs. One of ISOA's goals is to offer to all viewers worthwhile courses whose specific emphasis is upon the elderly and what affects them. Channel 13 and cable television are two more pos-

sibilities to be seriously investigated in the coming year.

A new project was begun this year at Brighton Beach and Greenpoint Libraries. We are aware that all older adults do not utilize senior centers. Some are not comfortable with the senior citizen label and are not able to deal with the concept. In order to reach this large group of "young" older adults, courses were therefore conducted at libraries. The response was tremendous. At Brighton Beach Library alone, 100 people registered for the courses. The opportunity to work with more libraries may open new opportunities for cooperation between ISOA and public institutions of this sort.

So much of what takes place in the ISOA classes represents just a beginning in terms of what can be accomplished. Many older adults, having participated in ISOA for several years, are fully aware of the need for social action at this time. For their new awareness, ISOA does not take full credit, but it is felt that this program has reinforced this attitude. Now is the time for helping people to realize their own strengths and abilities. Older adults now know they have the power to change their lives.

It would be of significant value to have a statistical study of the ISOA. Unfortunately, funding has not yet become available to do this. Future plans for cooperation with the Graduate Center of CUNY may allow for such research activities.

As long as it is allowed to grow and establish new linkages around the city and country, ISOA will always be a most worthwhile and significant effort. Forced to limit itself by decreased funds, and lowered priority in CUNY, the inevitable momentum towards self-actualization on the part of elderly New Yorkers, however, will be harshly impeded. We look forward to the time when New York City and New York State recognize their responsibility to spend taxpayers' money for educating all of its people, including the elderly.

Employment Opportunities for Older Adults

The Employment Opportunities for Older Adults Project began in September 1974,

financed by a grant from the Edna McConnell Clark Foundation. The Foundation has refunded it for a second year, beginning July 1, 1975. The objectives of the program are to investigate the possibilities of fuller utilization of the human resources of older adults in the fields of: higher education, health and human services, business and industry, and self-employment.

The main thrust of the program is to ascertain whether, and under what conditions, employers will hire older adults, defined as being 45 years of age or older, who wish to work full or part-time. In each of its projects, there were efforts:

1. To make leaders in selected occupations aware of the potential benefits to be derived from employment of older adults.

2. To involve these leaders in designing training programs for older adults that are related to the real world of work.

3. To encourage employers to hire qualified older adults.

4. To help employers recruit and retain older adults in the work force.

5. To help develop systems and linkages that would facilitate the employment and self-employment of older adults.

The program director obtained the assistance from members of a distinguished Task Force that included a wide spectrum of professional people from the work fields which were selected. They met regularly with the program director to set objectives and priorities and to deal with problems encountered.

As a direct result of the Task Force meetings, the need for three studies emerged and these are now being implemented by "Senior Aides". These studies will be completed by the end of August 1975.

1. A study of the programs related to the employment of older persons, paid or voluntary, in other countries. A model for our own country is our objective.

2. A perspective on existing social legislation, from the Social Security Act of 1936 to the present, to indicate the relationship between intent and implementation in terms of: full employment, "freedom from want", adequate minimal health and housing, etc. The objective here is to assess the implementation of legislation already passed.

3. An analysis of apprenticeship programs that could be assisted by government in order to increase employment of both youth and older adults.

The Task Force activities for the period September 1974 to July 1975 included:

1. A Cooperative Education Proposal by the Division of Continuing Education under the Higher Education Act of 1965 (as amended through 1975, Title IV).

2. A Computer-Based Retired Faculty Resource File including Education, Libraries, Health, Social Service, and Business Professionals.

3. Employment Interest Questionnaire to Older Adults.

4. Employment Program for Consumer Credit Counseling Service of Greater New York.

5. The Need for a Visible Presence of a Job Placement Service for Older Adults in Downtown Brooklyn.

The Cooperative Education Proposal for adults over 45 years of age was funded by the Department of Health, Education and Welfare (HEW) under the Higher Education Act of 1965 under Title IVD (as amended). For the first time a formal Cooperative Education program will be dedicated to the development of models appropriate for this age group. This program was written as a joint staff effort of the director of the Employment Opportunites for Older Adults Program and the new director of the Cooperative Education Program in her previous role as director of the Adult Counseling Center of the Division of Continuing Education.

The Computer-Based Retired Faculty Resource File was conceived to include profiles of available teachers, librarians, health, social service and business professionals. These

profiles of professionals eventually will be made available to students in the metropolitan area via a computer program sponsored by the City University of New York and its professional staff union. These professionals would function as resource persons, teachers, tutors, or monitors on a paid or voluntary basis to students in the area. Discussions have begun with the appropriate leaders in the City University of New York, the union, and the State University (through the Empire State College). Progress has been somewhat delayed by the current union contract negotiations and the general malaise in the New York City budget outlook.

An Employment Interest Questionnaire was attempted at the suggestion of the Edna McConnell Clark Foundation to address the question of interest in full or part-time employment among the senior citizens in many of the senior centers served by our Institute of Study for Older Adults Program. The questionnaire asked a series of pertinent questions to those senior citizens who frequent these centers as members and to a sub-group who actually are enrolled in ISOA courses. A very small minority of each group expressed an interest in full-time employment and about 20% of the respondents wanted part-time employment, mainly in clerical jobs or homemaking at reasonable wages. One must realize that the age range of the groups polled was 60-92, averaging over 70 years in age and out of the work force at least for 3-10 or more years. 95% of the total group had not worked for more than two years. Their personal health and close neighborhood orientation also tended to inhibit their responses. Finally, they were found to be dependent on social security, S.S.I., or pension income which many of them were fearful of putting in jeopardy, real or imaginary.

Our findings generally parallel those of the recent Louis Harris and Associates Survey entitled: "Experience of Older Adults vs. Public Expectations of Old Age", dated November 1974.

The Manpower Program for the Consumer Credit Counseling Service of Greater New

York, in cooperation with the PATH program of the Federation of the Handicapped (Human Resources Administration of New York City). The Consumer Credit Counseling Service, recently developed in the New York area from a national test program, attempts to counsel consumers in credit difficulty as identified by local banks and department stores. They have heretofore engaged professional credit counselors with credit, tax, banking and business backgrounds on a full-time basis that reflected current age preferences of the business world (25 - 45 years of age approximately) and with college degrees and appropriate experience.

After a long series of meetings, a plan was devised for the selection and training of adults, 60 and over, mainly on Social Security incomes and desirous of a professionally satisfying part-time job.

What has emerged is the sharing of a two - three day schedule by two trained (by PATH) credit counselors who will maintain the three - four new centers of the Consumer Credit Counseling Service. They will work until they have earned their Social Security maximum incomes.

When the productivity of these older adults compares on a part-time schedule proportionately to that of the current full-time staff productivity, they will receive commensurate pay. They may aspire to full-time work as well. The program is expected to begin this Fall.

Discussions are underway to explore other potential models such as for some kind of "gradual retirement" program for retiring bank and credit executives.

The Job Placement Service for Older Adults in downtown Brooklyn developed as a joint effort of the PATH Program and New York City Community College. In order to make visible the needs of older adults for employment, arrangements were made with the banks of downtown Brooklyn to permit "public information" aides, selected and trained by PATH, to maintain a desk on the floor of each bank with appropriate identification (New York City Community College, CUNY, and the PATH array of education, training and placement programs) that would alert the public to the homemaking and office skills of older adults. Two or three

trained public information aides over 45 years of age served daily, equipped with appropriate literature directed at advising older people about the education and job training programs available at the College and at PATH and informing employers in Brooklyn of the "no fee" placement service provided by PATH for homemaking and office workers of a varied kind.

The Director and the Task Force of "Employment Opportunities for Older Adults" have been conducting interviews and investigations in a variety of other areas:

1. A proposed Apprenticeship Program for the Building Trades or other Appropriate Industries.

2. A Guaranteed Twenty-Hour Week for Anyone Over 65 Who Voluntarily Wishes to Work.

3. The Investigation of Alternate Roles for Senior and Retired Faculty in City University.

4. A Study of the Consumer Cooperative Movement and its Relevance to Running of Nursing Homes by Older Persons for Older Persons.

5. A Study of Societal and Economic Changes, Encouraging Rotation of Older Persons in Mid-Life Career Changes, From One Related Field to Another Using the Sabbatical Concept.

6. The Development of a Sixth Age College Using a Non-Traditional, External Degree Model in Public Libraries Throughout the Nation.

It is precisely around issues of this sort that a Conference is being planned for Spring 1976 so as to present our findings to a concerned group of decision-makers.

IV. PROGRAMS AT THE BROOKLYN HOUSE OF DETENTION

Prevocational Education Program

The Prevocational Education Program, offered in cooperation with the Brooklyn House of Detention, marked its second year of operation during the 1974-75 fiscal year. The program, funded under the Vocational Education Amendments of 1968, attempted to meet some of the widespread educational needs of the detainee population incarcerated at the Brooklyn House. The backlog of criminal cases in the Kings County Court system and the inability of many of the detainees to pay bail has created a situation whereby many of the men remain in jail for extended periods of time (often as long as six months to two years).

The Division of Continuing Education, understanding that detention populations have historically been ignored and hidden from public view, believes that men can learn while in jail, and that sound prison education programs can assist men in preparing for an eventual return to their communities.

The second year of the program saw a major change in its daily operation. Instead of bringing the men downstairs to class from the five different housing floors, a learning center was created on one floor of the institution (the sixth). All applicants accepted into the program were transferred to this floor to live and study. Classes were held in two dayrooms on the floor and counseling was provided in the floor library. All aspects of the program were scheduled during daytime hours, a change from the night hours of the previous year. The switch to a central learning center had both advantages and disadvantages. Since we were administering the program directly on the floor, it was necessary to schedule classes around such daily prison activities as personal visits, sick call, commissary, religious services, gym, movies, and telephone calls. We no longer had an isolated area to which the students were brought to hold class. In fact, the switch to the learning center and its accompanying floor distractions did make it more difficult for students to concentrate. On the positive side,

however, the learning center brought men together who had the common interest of furthering their education. There developed on the floor a group spirit among the men. Seeing others studying and improving their skills, students were able to accept the responsibilities associated with program participation. The creation of the learning center also made the men more accessible to project staff, avoiding the difficulty of going from floor to floor for counseling and other educational and supportive assistance. The fact that project staff saw the men in their daily living environment made the staff more sensitive to the pressures and frustrations of being in jail.

Our second year of the program made us even more aware of how almost everything we did was influenced by security factors. The creation of the learning center itself was, in part, dictated by the feeling of the prison administration that a self-contained area for our program would be more secure. (It would eliminate the movement of detainees that was necessary during our first year.) Guest speakers, instructors, and all staff of the program had to be cleared by either the Department of Corrections or the Brooklyn House before entering the facility. Certain areas of the jail (e.g., protective custody and punitive segregation) were off-limits to our recruiting efforts. Special occasions, such as graduation exercises, had to be arranged for in advance, and prison officials were concerned with the arrangement that each graduate would be allowed one visitor to attend the closing exercises. Although we were allowed to have graduations, before each one it was necessary for Division staff to overcome an initial negative response to our request for permission. Instructors were checked daily as to what materials they were bringing into the institution and during times when tension was high in the building, items such as newspapers and magazines were not allowed into the jail. Finally, women were not allowed in the dayrooms. Thus, all instructors had to be male and the female counselor was never able to directly observe classes. Her interviews were held in the floor library.

The program was administered in three 3-month cycles. Of the 104 men who were accepted into the program, 74 completed course requirements. Reasons for failure to complete a cycle included: a) eight released to the street; b) eleven relocated in upstate institutions; c) nine transferred to other city institutions; d) two dropped out. At the conclusion of a cycle, all men were given the option of studying for an additional three months in an advanced group. Almost all students given this option continued. The students were required to take four courses (Math, Oral & Written Communication, Human Relations, and Reading) and attended classes 14 hours per week. Applicants were pre- and post-tested in Math and Reading and were given the complete battery of the Differential Aptitude Test. Test results were reviewed by the program counselor with the students.

Follow-up procedures were adopted for both students returning to their communities and those going to upstate institutions. The search for jobs or meaningful training programs for ex-offenders in poor economic times was a difficult one. Referrals were made to such agencies as Manhood Foundation, Private Concerns, Inc., the National Alliance of Businessmen, Project Upgrade, and Project Rebound. Even these agencies, however, mandated to place ex-offenders, were adversely affected by the unstable economy. For those men going upstate and wishing to continue their education, contacts were established at many of the upstate correctional institutions. These contacts have enabled us to have some success in seeing that students completing our programs are able to get further training and/or education. In time, it is hoped that contacts will be established at all of the upstate institutions.

Our experience in working at the Brooklyn House of Detention for the past three years has strengthened our belief in the importance of prison education. The Division of Continuing Education feels that it has a role in not only developing and continuing prison programs, but also in assessing their value and making changes when necessary. We feel that we have accumulated some expertise in this area, although we are aware of the need for further study,

planning, and cooperative effort among educational institutions, correctional facilities and community agencies.

Basic Literacy Program

The Division, in cooperation with the Brooklyn House of Detention, administered a Basic Literacy Program for incarcerated inmates from September 3, 1974 through July 31, 1975. Funding was provided by the Mayor's Criminal Justice Coordinating Council through Law Enforcement Assistance Administration monies.

In keeping with one of the major commitments of the Division of Continuing Education, the program served an often overlooked population, incarcerated, poor, predominantly Black and Hispanic men. One hundred and eighty one (181) men were served and eighty-two (82) men (45%) fulfilled the requisite requirements for receiving a certificate.

The title of the project, Basic Literacy Program, delineates its purpose; to improve the basic English written and oral skills of the program participants.

The program's methodology is to utilize inmate tutors to teach inmate students on a one-to-one basis. The primary goal is to raise by an average of one grade or more the literacy level of the student reading below the sixth grade. In order to effect this goal, the Brooklyn House Administration allocated the entire sixth floor as an educational learning center for program participants. This provided the necessary educational atmosphere for the tutors, students and staff to create a positive learning experience. The classes were conducted in the dayroom areas and course completion was contingent upon 144 hours of participation and/or exceptional achievement within the course of a three-month cycle.

Students were selected on the basis of scores attained on the Wide Range Achievement Test. Those men scoring below the sixth grade level and who had a strong interest in the program were eligible. Tutors were selected by scores obtained through the administration of the Adult Basic Learning Examination. Those who scored at a ninth grade level or above were

eligible for program acceptance. The individual's desire and commitment to learning was a key factor for selection as a tutor or student. Also, the length of time he was likely to be detained played a role in program acceptance (i.e., those whose cases indicated they would be at the Brooklyn House of Detention for at least two months were given first priority). Each tutor was provided 28 hours, over a two-week period, of intensive training, focusing on mastery of educational materials, human relations, communications, and tutoring techniques. Once the materials were mastered, the tutor was assigned a student. The California Achievement Test was used to measure students' reading gains during each cycle. Over the course of the year, the average gain was one year for each 90 hours of instruction.

Operating an educational program in a detention facility created a variety of educational and administrative problems that had to be overcome on a continuing basis. Among these obstacles were:

1. Project Staff needed to constantly recruit because of the attrition rate (55%) of program participants (e.g., men sent to upstate facilities, men bailed out, and men released). This recruitment process required a large amount of staff time throughout the year.

2. The length of time it took for a recruited tutor or student to eventually be transferred to the sixth floor was often 2 to 3 weeks or longer. Because of this delay, men often lost interest in entering the program.

3. Security precautions in effect for the entire institution often caused delays on the Learning Center floor in start-up of classes and effective time staff had to spend working with tutors and students. These delays included: waiting for elevators, locking in and out of dayroom areas, and interruptions caused by medical rounds, attorney visits, and phone calls.

4. Due to an institutional security regulation, females are not allowed access to the dayrooms on the housing floors. Since this is where most program activities take place -- classes, tutoring, meetings, evaluation sessions -- the role of the female counselor in the program was severely curtailed. Since she could not observe interactions and activities directly, her ability to provide educational

and personal counseling to the men was limited.

5. Another factor which had a large effect on the learning center program was participant absenteeism over which program staff had little, if any, authority or control. These absences were attributable to court appearances, lawyer and personal visits, medical appointments, and law library research. Though these absences were excused, they did cut down on the number of hours available for classes and tutoring and, therefore, reduced somewhat the educational gains of students.

Despite these problems, the first year of the Basic Literacy Program was worthwhile and productive for students, tutors, and staff. The average reading gain for students within a given cycle was slightly less than one year. The tutors also benefited as they improved their written and oral skills through tutoring and also learned to better communicate and interact with their peers on an individual and group basis.

V. VOCATIONAL TRAINING PROGRAMS

Machine Tool, Air Conditioning and Refrigeration, and Radio and Television Repair Certificate Programs -- Voorhees Campus

Made possible for the third consecutive year by funds awarded by the New York State Education Department under the 1968 Amendments to the Vocational Education Act of 1963, the Division offered an 880-hour program in Machine Tool Technology, an 800-hour program in Color Television Repair, and a 454-hour program in Air Conditioning and Refrigeration Mechanics during the 1974-75 academic year. The objective remained the same as in previous years -- to provide vocational training for adults with histories of interrupted education and short-term, menial employment. The students were predominantly ex-offenders, persons with a past history of drug abuse, and Viet Nam era veterans. These programs were conducted with the close cooperation and support of the Machine Tool Technology Program, Environmental Controls Program, and the Electronics Technology Department.

Industry Participation

The valuable participation of industry in the Color Television and Radio Repair program, through the active involvement of the Electronics Industries Association, was maintained and strengthened during the 1974-75 year. Apart from the assistance we continue to receive in obtaining training materials free of charge, we have received a $3,000.00 award from E.I.A. contingent upon the program's refunding for 1975-76.

Student Recruitment

The 1974-75 program year marked the most successful year yet for the vocational certificate programs at Voorhees. A large measure of this success is due in part to the recruitment that began in July and yielded over 600 applications by October. This fourfold increase in applications allowed us to be much more selective within the guidelines of our target population and assured us of a solid core of able students in every class.

A breakdown of our recruitment drive shows the following:

Total Applications Received	626
Total Applicants Accepted	556
Number of Applicants Tested	305
Number Scoring Too Low for Interview Consideration	74
Interviewed	182
Accepted in All Three Programs	115

Because of the large number of applicants for the programs, active waiting lists were developed for each program in order that the early dropouts could be replaced as soon as possible. The very existence of these waiting lists and the earnest desire on the part of the staff to see that the available positions go to those who were most ready, resulted in what was called the "shakedown" phase of the program. An attempt was made during this period to weed out those who had slipped through our screening process but who demonstrated through their lack of performance in the first few weeks that they were not ready for the opportunity. This shakedown phase was extended beyond the designated two-week period only in two or three individual instances.

Program Development

The self-contained class model was continued for the 1974-75 program year, and we concentrated on the continued development of student-centered teaching.

The most significant change in the training format involved the development of alternate entry points into the Machine Tool and Radio/Color TV Programs.

In Machine Tool, an alternate 500-hour program beginning during the tenth week was developed which parallels the full 880-hour program, but stresses individual proficiency on one or more of the five standard machines. The class was small enough at this point to implement individualized instruction techniques.

In Radio/Color TV Repair, alternate entry points were developed at the beginning of the second, third, and final units. Acceptance was made conditional upon the applicant's

achieving a successful score on the previous unit evaluation.

During the year, some question arose regarding the availability of jobs for graduates of our Air Conditioning certificate program. Response to a mailing requesting job possibilities from a large number of employers in the field was poor. A decision was made to administer a telephone job survey in this field, and we discovered that jobs would be hard to find in 1975-76 due to the economic situation. After consultation with the Environmental Controls Program, the decision was made not to seek funds for the Air Conditioning and Refrigeration Certificate Program for the 1975-76 program year, but rather to augment the offering of the Machine Tool Certificate Program by one section, there being more job prospects in this area.

Locating funding sources for our programs has become a major responsibility of central and project staff. There was little or no possibility of refunding for a fourth year under the Vocational Education Act and we had to mount an effort to locate a new funding agency, present our program, and apply for funds.

Beginning in November, we began canvassing possible new sources of funding. The staff wrote and submitted a proposal to the New York City Addiction Services Agency. A similar proposal was written and submitted to the New York City Manpower and Career Development Administration for funds under the Comprehensive Employment and Training Act of 1973. In conjunction with this submission, the Project Director and the Coordinator of Industrial and Technical Programs at the Voorhees Campus journeyed to Washington, D. C., to meet with officials responsible for the administration of C.E.T.A. funds. Copies of the proposal were distributed to interested officials. Finally, the Coordinator attended a conference on C.E.T.A. funds at which the proposal was submitted to a member of the New York State Governor's Manpower Secretariat. All of these efforts were unsuccessful.

A great deal of valuable project staff time was spent on these refunding efforts. Time

spent on refunding efforts is time spent away from project responsibilities. At this juncture in the development of the programs, there seemed to be no other way of accomplishing our refunding goal. It is to the credit of the project staff that project and funding responsibilities were assumed and discharged efficiently and with a continued concern for the program's raison d'etre -- the student.

We were fortunate in that the Division had established an excellent track record with the Mayor's Criminal Justice Coordinating Council through the Pre-Vocational Programs at the Brooklyn House of Detention. At a meeting with staff members of the Council, we were encouraged to submit a proposal for funding. The project staff developed a proposal which, with the help and support of the Council staff, was submitted. The proposal was funded to train ex-offenders, probationers, and parolees as Machinists and Color TV Repair personnel for the 1975-76 program year.

Placement

Placement began in earnest during April with the preparation of a mailing list of approximately 2,000. Early in May, 1,300 flyers were mailed out to a wide variety of business concerns, institutions and organizations which hire in the Air Conditioning and Refrigeration fields. Seven hundred flyers were mailed out in the Radio/TV Electronics repair and manufacturing fields. As of the first of June, there had been only five affirmative responses in Radio/TV and one in Air Conditioning.

A summary of placement results, as of June 1, 1975 follows:

Program	No. Placed	(Cont'd Previous) Employment	Self Employed	Seeking Employment	Interviews Pending
Air Conditioning/ Refrigeration	3	4	1	8	-
Radio/TV Repair	3	1	1	14	10
Machine Tool	1	-	-	12	12

Upgrading and Apprentice Training Program

In cooperation with unions and public agencies, the Division of Continuing Education offered apprentice training programs and upgrading courses to enhance the knowledge and skills of workers and public employees.

Welding Programs

During 1974-75, the Division of Continuing Education trained ten apprentices, selected by Local #5, International Brotherhood of Boilermakers, in a 98-hour electric arc and gas welding program in preparation for the New York City welding examination. The program was funded by the Union.

One hundred apprentices, designated by Steamfitters' Union, Local 638, were trained in a 147-hour electric arc and oxyacetylene welding program financed by the Steamfitters' Industry Education Fund.

Two hundred steamfitters were prepared for a Welding Certification Test and were tested in welding Procedure #1 - 10" pipe test in a program underwritten by the New York and Long Island Chapter of the National Certified Pipe Welding Bureau and the Steamfitters' Industry Education Fund.

New York State Civil Service Employee Benefits Training Program

During 1974-75, over 450 students were enrolled in the 22 courses offered as part of the State Civil Service Program at New York City Community College. The program, which is co-sponsored by the State Civil Service Department and the Civil Service Employees' Association, provides for education in technical, administrative and basic skills areas.

Attendance for the year averaged 85%. Faculty morale was high and student reaction to the program has been very good. Educationally, the program has stimulated curriculum development within the Division of Continuing Education. Outgrowths have been the grant-supported "Psychology of Human Relations" course offered through the Department of Motor

Vehicles and the tuition-supported course "Effective Speaking".

Students in the State Civil Service Program have been encouraged to continue their education by taking other courses at New York City Community College and to pursue other educational options.

New York State Department of Motor Vehicles
Psychology of Human Relations

During the Fall 1974 semester, the Division of Continuing Education initiated a 30-hour program in the Psychology of Human Relations with the New York State Department of Motor Vehicles (DMV). The program was an outgrowth of our long term relationship with the DMV which has been involved in our tuition-supported courses in Driving Instructors Education since 1965.

VI. MINORITY SMALL BUSINESS PERSONS TRAINING PROGRAM

The Minority Small Business Persons Training Program was funded for a second year under the Vocational Education Act (1968 Amendments). The proposal for fiscal year 1975 indicated that the program would provide basic business management training for three groups of twenty-five minority small business persons and potential small business persons. We also proposed to institute a second tier to the program which would be developed for the students who successfully completed the basic management training during the first and second cycles of the initial program and the third and fourth cycles of the program year 1974-75. The modification or extension of the original proposal was our attempt to respond to the needs and desires of the small business persons and the potential small business persons who were currently in the program.

All cycles of the program were implemented as planned. There were two graduations held for the entire program. The January 8th graduation included nineteen graduates from the basic course and twelve graduates from the advanced course. The second graduation which was held June 18th, had a graduating class of thirty-nine; twenty-one from two basic courses and eighteen from the second cycle of the advanced course.

The results of an evaluation of the program by a graduate student in the School of Business Administration, New York University, show that the overall student opinion of the program, both in formal evaluation and in informal interviews, was highly favorable. The notable exception, in terms of class instruction, was the Accounting class in both courses which received the lowest ratings and the greatest number of recommendations for improvement. It was felt that the teacher's presentation of the material was unstructured and difficult to follow. This situation would have been improved if more use was made of the blackboard and if the students were given printed samples of the various books of record. The teacher tended to place undue emphasis on accounting technique and terminology which in

the evaluator's opinion was not germane to the small business owner.

The lead instructors and the Coordinator having been apprised of the negative evaluation of the accounting section, both in writing and orally, will deal with the problem directly. Initially, the Accounting instructor will be informed of the evaluation and the recommendations therein. He will be given the opportunity to implement the recommendations in the first cycle of the 1975-1976 program. If the problem still persists, the instructor will be replaced.

The evaluator also made reference to the higher percentage of potential small business persons as opposed to owners of small businesses. While the goal of the program is to increase the management skills of both those in business and those planning to go into business, it was the evaluator's opinion "that student discussion and the level of learning would benefit from a more equal mix of owners and potential owners". The evaluator recognized that attracting more self-employed individuals is not an easy task, given their added responsibilities of ownership. Suggestions for possible ways of recruiting more minority entrepreneurs would be direct mail advertisement; local newspaper and radio advertisements (specifying that the course is for the self-employed); and by emphasizing to the various development agencies that the students they refer should be either owners or potential owners in the final stages of going into business.

In pointing out the need for more self-employed membership in the program, the evaluator did not intend to minimize the importance of the two purposes of the program; to upgrade the skills of owners and potential owners; and to bring to some students the realization that small business ownership is not for them. It is the opinion of the evaluator, the lead instructors, and the coordinator, that a healthy mix of both owners and non-owners is very productive and desirable.

VII. COMMUNITY PROJECTS

The Adult Career and Educational Counseling Center

During 1974-75, the Adult Career and Educational Counseling Center functioned as a community-based counseling service for Division students and adults from communities served by the College. Supported with funds from the New York State Education Department under the Vocational Education Act Amendments of 1968, the program's major goal was to assist adults to advance, change, or re-design their education or career. Individualized counseling and testing, group counseling, and community-based career development workshops were services delivered by the Center to the target population:

1. Division students and alumni
2. community adults
3. women whose talents had not previously been identified, developed, nor used in productive employment

Although both men and women were served, major emphasis was placed on the counseling of women.

The objectives of the program were:

1. to provide counseling services in which adults could utilize life, work, and educational experiences to formulate career goals and objectives.

2. to provide adults with current information regarding career and educational opportunities.

3. to assist adults in exploring vocational interests and aptitude patterns.

4. to build positive self-images needed for positive career development among vocationally deprived adults.

5. to provide guidance, direction, and support to adults in the implementation process of career goals.

6. to develop and provide group experiences where adults could share life and work experiences in developing decision making skills, exploring vocational alterna-

tives and building motivation and confidence to implement formulated goals.

In the implementation of program objectives, the Division trained community persons, previously connected with the Division, to serve as counselors. Their past association with the College and relations with the Brooklyn community were important resources. They were familiar with the programs and operations of the Division and had existing ties and relations with the communities which the program served.

Outreach features included the participation of key persons from local community agencies and organizations. The alliances with community institutions (established by early yield visits by a graduate student and the Project Director) was the mechanism by which career development workshops and group counseling sessions, tailored to the needs of community persons, were delivered in the community at various localities.

In addition to the group experiences, the Counseling Center was designed to provide individualized career counseling sessions, supplemented by vocational testing, to assist clients to explore interests and aptitudes and define directions, goals, and alternatives.

In eight months, the Counseling Center served 694 adults.

Individualized counseling sessions assisted 206 adults to formulate career and/or educational goals and to take initial steps toward their achievement. Alliances with 17 community groups, agencies and organizations provided the mechanism by which over 300 community persons participated in 20 community-based career development workshops; 54 additional community persons participated in four on-going community-based counseling groups. Seven career development workshops were held for students and alumni of the Division resulting in a total of 27 career workshops delivered during the funding period and 694 persons served by the Adult Career and Educational Counseling Center, more than doubling the amount of persons originally proposed to be served.

As indicated by evaluation forms distributed at the termination of workshops and counseling groups, the majority of persons participating felt the sessions were helpful, and assisted them with career or educational planning.

A major emphasis of the Counseling Center was on the career needs and interests of women. Of 694 adults served, 517 or 75% have been women. Of the 206 clients who received one-to-one counseling, 144 or 70% have been women; 51% of these women had annual incomes below $5,000 and 47% had less than a high school education.

In assisting both men and women clients in the implementation stages of goal achievement, the Adult Career and Educational Counseling Center placed clients in programs that related to their specific career needs and interests. Of the 206 persons who were counseled on an individual basis, a total of 112 placements (54% of clientele) were made.

Female clients made up 75% (83 placements) of total placements. Distribution of male and female placements is as follows:

female		male
13	High School Equivalency Preparation	5
11	Continuing Education Courses	2
3	Vocational Training Programs	4
4	English as a Second Language	5
5	Basic Adult Education	1
42	Special Adult College Programs	12
5	Other	0
83	Totals	29

To continually provide its clients with support, motivation, and encouragement, the Adult Career and Educational Counseling Center provided follow-up and supportive counseling to clients once they were placed in programs. As a direct result, 21% of persons placed have completed a program; 21% are, to date, currently attending, and 53% are scheduled to begin their college career September 1975 as preparation for new or second careers. Only 5% of persons who enrolled in a program, whithdrew from the placement program.

Despite the affirmative response and cooperation of community groups and the record

of service and achievement demonstrated by the program, the Division was not able to achieve refunding of the Adult Career and Educational Counseling Center.

We feel the loss of the adult counseling service is a denial of educational support to adults, particularly women, who have demonstrated a hunger for new directions in learning and earning and who used the opportunity temporarily created by the community college seriously and productively.

We believe that every effort must be made to find the funding to reconstitute this program as quickly as possible.

Training Workshops for Health Advisory Board Members

Another community service project offered by the Division was a series of four training workshops for Health Advisory Board members. The workshops are coordinated in cooperation with three Fort Greene community health groups: Cumberland Hospital Advisory Board, Brooklyn Hospital Ghetto Medicine Advisory Board, and the Cumberland Hospital Mental Health Advisory Committee to the Director of Psychiatry. In meeting with a planning group representing the three bodies, it was determined that they had a firm interest in training to help them better understand their roles and responsibilities as Board members. Many members felt their roles were diffuse and powerless and hoped this might change through participation in the workshops. The workshops were offered on Monday evenings in April and May at Cumberland Hospital with 23 board members participating. The focus of workshop discussions, led by a trainer with extensive experience in the health field, was on the following areas: role and function of advisory board members, knowledge and skills for adequate functioning, how boards influence decisions, and approaches to effecting the delivery of health services.

The evaluation done by the participants at the conclusion of the workshops indicated that specific knowledge was gained and they felt they now had more positive attitudes toward

their roles and responsibilities. Some of the tasks learned which were recorded by the participants were: how to solve Board-related problems; how to work together more effectively; leadership needs; how to define and isolate problems; how to negotiate to get demands met; how to analyze information and how to run effective meetings.

Both of these community programs were made possible through the work of a graduate social work student from Adelphi University who worked with the Division to meet her program's field work requirement. She worked effectively in the Fort Greene and Williamsburg communities to gather information and assess educational needs. The Division believes that one of the most effective ways to meet community educational needs is to help groups and individuals define these needs and then assist them in gaining the tools and insights to meet their objectives. The addition of social work students to the Division staff, has significantly enhanced the perspectives, philosophy and activities of the Division in this area of community service.

Beginning Typing -- Business English

In cooperation with Dr. White Community Center, the Division offered during 1974-75, a Beginning Typing and Business English course for 22 women from the Fort Greene community. The majority of program participants enrolled to develop an employable clerical skill in hopes of enhancing their possibilities for work. Seventeen students successfully completed the 45-hour course achieving typing speeds ranging from 20-40 words per minute. They also gained competency in their English skills -- spelling, grammar, punctuation, word usage, and familiarized themselves with standard office procedures. An integral part of the course was the formation of a student education committee. The committee's primary responsibilities were to: act as liaison between students and program coordinator, plan graduation, provide ongoing evaluation of the program and develop plans for future educational opportunities for the participants. The committee met on a regular basis for the duration of the course and

offered valuable insights and information which strengthened the educational value of the program and reinforced the commitment of students and faculty.

VIII. CONTINUING EDUCATION CHAPTER, ALUMNI ASSOCIATION

NEW YORK CITY COMMUNITY COLLEGE

Nineteen seventy-four - seventy-five witnessed an expansion in the variety of activities offered by the Division of Continuing Education's Alumni Chapter. There was also substantial growth in the number of former and current students who participated.

Three general membership meetings were held. Over 100 alumni attended. The meetings featured discussions of educational, social and cultural issues of interest to alumni. Of special note were two career workshops held on February 20 and June 19 by the Division's Adult Career and Educational Counseling Center. Alumni were able to learn about career and job market information, educational opportunities for adults, and job-getting techniques. These evenings generated a great deal of enthusiasm and interest.

Over the year, the number of dues-paying members increased from 12 to 28. Officers were also elected for a three-year term.

Socially, Divisional alumni participated in a holiday reception held at the College, an annual reunion at Japan House sponsored by the Central Alumni Association of the College, and a Summer Day in the Park attended by Division alumni, families and staff.

For the first time, the Division was able to nominate a former student as the recipient of the Alumni Scholarship made available by the Central Association. Mrs. Eddie Mae Diggs Tatum received the award. Ms. Tatum, a retired nurse, who is past the age of 65, has taken a number of continuing education courses during the past few years. They have included Gerontological Nursing, Preventive Medicine, and Fluids and Electrolytes, as well as a seminar in New Trends in Management for Non-Profit Organizations.

Looking forward to next year, we would like to accomplish the following:

1. Broaden involvement of Division staff in alumni chapter activities.

2. Increase student awareness of the chapter.

3. Diversify chapter activities.

4. Stimulate alumni members to assume positions of greater leadership within the chapter.

5. Promote chapter representation on the Central Alumni Association Board of Directors.

IX. CULTURAL AFFAIRS PROGRAM

Nineteen seventy-four - seventy-five marked the Tenth Anniversary of the Cultural Affairs Program of the College and witnessed its largest service to the College community. Twenty-eight thousand four hundred and eighty-eight tickets were sold for cultural events: 7,180 to the Festival of the Arts Concert Series; 7,920 to the Children's Theatre Series; 9,209 for the film series; 3,598 for Broadway theatre discounts; and 681 for Indigenous Brooklyn Community Cultural events.

The Festival of the Arts presented for students and the College community a diverse series of international, ethnic, and classical concerts including the National Dance Company of Mexico, Fiesta Folklorico, the National Dance Theatre of Harlem, the National Dance Company of Senegal, the Claude Kipnis Mime Theatre, brilliant young Black classical pianist Andre Watts, the Oba Koso of Nigeria, the Preservation Hall Jazz Band and the Arthur Hall Afro-American Dance Ensemble.

The cooperation of a local bank and department store made possible a reception for Andre Watts after his concert at which 150 students, faculty and staff were able to express their admiration for his performance.

The Children's Theatre Series won the enthusiastic support of students, local schools and community families, and sold out all performances. The series combined a presentation of childhood classics -- Pinocchio, Cinderella, Pied Piper, Are There Alligators in the Sewers of New York?, Magic Fiddle, and Connecticut Yankee -- with shortened selections from the International and fold performances of the Concert Series -- Fiesta Folklorico, Dance Theatre of Harlem, Claude Kipnis Mime Theatre, and the Arthur Hall Afro-American Dance Ensemble.

The Children's Theatre Series evoked acclaim for its programming from parents and

cooperating local school principals and teachers. They valued both the pleasure of recognition afforded youngsters by the "old favorites" and the new experiences and broad stimulation provided by the artists of this and other countries.

The Film Series served over nine thousand students with 19 films selected by student poll and including Day of the Jackal, Cabaret, Clockwork Orange, Romeo and Juliet, Shaft in Africa, Serpico, Last Tango in Paris, American Graffiti, etc.

Three thousand five hundred and ninety-eight Broadway theatre discount tickets were sold to students, staff and faculty for Equus, Brief Lives, Raisin, Alvin Ailey, the New York City Ballet, London Assurance, Sizwi Bonzi, Seascape, Flowers, and other plays.

Performances were also presented of college and community groups: a Gospel Recital by Margaret Oaks and New York City Community College students, and an evening of dance, poetry, and music by local Brooklyn performing groups.

The tenth year of the Cultural Affairs Program climaxed a period of support for and expression of one of New York City Community College's seven basic objectives:

> "Objective 7. To provide a broad spectrum of cultural activities to the diversified community which the College serves".

Unfortunately, this objective of the College has been undermined by the budgetary crisis in New York City and the drastic cuts levelled against City University.

The criminal slash in the budget of New York City Community College in the summer of 1975 resulted in the elimination of the Cultural Affairs Program. There is now no eleventh year in view.

The entire staff of the Cultural Affairs Program was retrenched in the paroxysms of cutting $2,700,000 from the operating budget of the College.

The loss of the Cultural Affairs Program is a loss of wholeness and comprehensive service to the quality of life which is the hallmark of a college concerned with the richness of experience for its students and its community.

X. CONCLUSION

Nineteen seventyfour - seventy five was a year of educational achievement, not only because we served larger numbers of students than ever before, but because our programs were more clearly focused in terms of priorities and more closely examined and modified to meet changing needs.

Greater concern over communication and consultation with other departments in the College developed more productive working relations and interchange. This resulted in new program possibilities and the strengthening of existing programs.

Relationships with industry, unions, community groups, professional societies and governmental agencies were maintained and extended.

As a result of the activities of 1974-75, proposals were written and agreements negotiated which resulted in our being awarded more than a million dollars in grants and contracts for 1975-76.

Nineteen seventy four - seventy five has thus far been marked by drastic cuts in staff and other budgetary constrictions as a result of the fiscal crisis in New York City. It is impossible to predict at this point the conditions which will determine the further delivery of community services and continuing educational programs to the varied constituencies which turn to the community college to meet their educational needs and desires.

Community colleges in great urban centers must not abandon their mandate to serve these constituencies: the aging, the incarcerated, the ex-offender, the handicapped, minority groups, women, and those who have previously been denied access to educational opportunities.

The Division of Continuing Education will commit whatever resources it can command to the fulfillment of this mandate.

TUITION BASED PROGRAMS

Title of Course	Hours	Number of Students Fall 1974	Number of Students Spring 1975
Biological Sciences Extension			
Advanced Enteric Microbiology	12	11	
Intermediate and Advanced Hematology	60		8
Blood Bank Techniques	12		19
Dental Laboratory Extension			
Tooth Anatomy & Carving	42	16	
Tooth Anatomy & Carving	48		9
Porcelain/Gold Bridgework	48	8	
Fixed Bridgework, Porcelain, Gold, Base Metal Techniques	48		9
Driving Instructors Education	30	41	43
Environmental Sciences Extension			
Refrigeration Mechanics	90	14	12
Air Conditioning Mechanics	90		13
Fire Safety Director Course	16	14	19
Foreign Languages Extension			
Basic Level English as a Second Language	60	15	16
Advanced English as a Second Language	60		20
Reading, Writing & Speech Improvement	45	15	15
Study Skills	16		13
Health Service Programs			
Pharmacology	24	58	25
Administrative Leadership for R.N.'s (Summer)	12	21	
Administrative Leadership for R.N.'s	30	20	
Pediatric Nursing	12	18	
Preventive Medicine	12	52	
Computational Math for Nurses (Summer)	12	81	
Computational Math for Nurses	30		14
Cardio-Pulmonary Techniques	12	22	22
Dietary Techniques	12	13	
Advanced BMET I	60	13	
Advanced BMET II	60	18	15
Related Subjects in BMET	45		26
Patients Accounts	20	14	
Third Party Billing Operations	24	24	
Health Personnel Administration	24	12	28
Intensive Coronary Care	30	61	34
Fluids & Electrolytes	12	26	22
Basic Hospital Accounting	20		26
Supervisory Techniques in Administrative Discipline	24		17
Medical Auditing	30		19
Implementation of Reform in Extended Care Facilities	3		23

TUITION BASED PROGRAMS cont'd

Title of Course	Hours	Number of Students Fall 1974	Spring 1975
Hearing Aid Dispensing			
Electronics for Audiologists	20	38	
Hearing Aid Dispensing	60	19	16
Advanced Hearing Aid Dispensing	60		12
Hotel, Restaurant, Food Service Extension			
Institutional Food Management	24	12	
Cold Buffet	48	18	
Blue Ribbon Wine	12	10	12
Gourmet Food	32	12	
Hors D'Oeuvres and Canapes	36		25
Advanced Culinary Techniques	32		12
Institute of Management	20		15
Pest Control Operations			
Pest Control	30	205	208
Advanced Pest Control	30		17
Fumigation	30	26	
Identification of Anthropods	30		13
Plumbing Design	30		9
Welding Extension			
Basic Electric Arc Welding	90)	Combined Section	2
Advanced Electric Arc Welding	45)		3
Oxyacetylene Welding Process	45)		4
Carbon Steel Pipe Welding	45)		1
Special Courses			
Basic Auto Maintenance	39	13	
Basic Clock Repair	30	17	29
Land Surveying Review	60	12	
Day Care Directors: Roles and Responsibilities	24	25	
Intermediate Clock Repair	15		13

CULTURAL AFFAIRS PROGRAM

Type of Event	Number Attending
Film	9,134
Children's Theatre	7,877
Concert	7,687
Broadway Theatre Discount Series	3,606

Total Attendance for 9/74 through 5/75: 28,304

GRANT PROGRAMS

Name of Course	Semester	# of Hours	# of Students	Co-Sponsor/Funding Source	Amount
Psychology of Human Relations	Fall '74	30	32	N.Y.S. Dept. of Motor Vehicles	$1,500
BMET	Fall '74	88	22	VEA	19,382*
BMET	Spring '75	120	32	"	"
Pre-Vocational Education Program				Brooklyn House of Detention	
1st Cycle:					
Oral & Written Communication		35	30	VEA	61,562**
Reading		34	30	"	
Math		38	30	"	
Human Relations		34	32	"	
2nd Cycle:					
Oral & Written Communication		34	52	"	
Reading		34	52	"	
Math		38	52	"	
Human Relations		34	52	"	
3rd Cycle:					
Oral & Written Communication		34	44	"	
Reading		36	44	"	
Math		42	44	"	
Human Relations		34	44	"	
Basic Literacy Program				Brooklyn House of Detention	
1st Cycle: Reading & Writing		144	37	Criminal Justice Coordinating Council	75,880**
2nd Cycle: Reading & Writing		144	24	"	
3rd Cycle: Reading & Writing		144	20	"	
Sanitation Management Program					
Foundation Skills in Environmental Sanitation	Fall '74	50	21)	Environmental Management Association	2,775
Human Resources in Environmental Sanitation	Fall '74	50	17)	"	
Personnel Procedures	Spring '75	80	27)	Environmental Management Association	8,400
Management Principles/Interior Des.	Spring '75	75	21)	"	
Training Techniques Programming	Spring '75	50	15)	"	

*Annual Grant

**Covers three cycles annually

GRANT PROGRAMS

Name of Course	Semester	# of Hours	# of Students	Co-Sponsor/Funding Source	Amount
Welding Testing	Fall '74	15	84	Steamfitters Education Fund/	$30,660*
Welding Testing	Spring '75	15	111	Certified Pipe Welding Bureau	
Steamfitters Apprentice Training	Fall '74	73.5	87	Steamfitters Industry Education	67,326*
Steamfitters Apprentice Training	Spring '75	73.5	87	Fund/Local 638	
Boilermakers Apprentice Training	Fall '74	66.5	10	Brotherhood of Boilermakers	8,565*
Boilermakers Apprentice Training	Spring '75	66.5	10	"	
Color TV Repair	Fall '74	400	50	Electronic Industries Association/	56,536*
Color TV Repair	Spring '75	400	50	VEA	
Machine Tool	Fall '74	440	25	VEA	37,794*
Machine Tool	Spring '75	440	17	"	
Air Conditioning & Refrigeration	Fall '74	227	25	"	32,165*
Air Conditioning & Refrigeration	Spring '75	227	22	"	
Paint Technology	Fall '74	30	28	N. Y. Society for Coatings	3,375*
Paint Technology	Spring '75	30	19	Technology	
Minority Small Business Persons Training Program:					
Basic Business Management	Fall '74	24	33	VEA	13,764*
Advanced Business Management	Fall '74	24	22	"	
Basic Business Management	Spring '75	36	55	"	
Advanced Business Management	Spring '75	36	23	"	
Community Projects:					
Typing for Beginners/Basic Business English	Spring '75	45	30	Dr. White's Community Center	
Workshops for Community Health Advisory Boards	Spring '75	12	23	Cumberland Hospital Advisory Board/Brooklyn Advisory Board	
Employment Opportunities for Older Adults	Fall '74/ Spring '75			Clark Foundation	49,000*
Adult Career & Educational Counseling Center	Fall '74/ Spring '75		421	VEA	53,473*

*Funding represents 1 year (2 semesters)

GRANT PROGRAMS

New York State Department of Civil Service	Hours	Number of Students Fall 1974	Number of Students Spring 1975
Administrative Supervision	30	35	34
Concepts of Modern Public Administration	30	21	
Principles of Accounting I	30	18	21
Applied Math	30	17	15
Fundamentals of EDP	45	27	16
Fundamentals of Statistical English	40	15	25
Psychology of Interpersonal Relationships	30	35	26
Understanding & Interpretation of Written Materials	40	12	23
Bookkeeping I	30		13
Accounting II	30		15
Beginning First Aid	14		20
Effective Speaking	30		24
Basic Conversational Spanish	40		15
Intermediate Conversational Spanish	40		13

Grant of $39,410 for the Fall 1974/Spring 1975 semesters by the New York State Department of Civil Service.

Institute of Study for Older Adults

Fall 1974: 2,205 Registered Students — Funding Amount: $54,000
Spring 1975: 2,893 Registered Students — Funding Amount: $66,000

These classes held in various senior centers.

Funded by: HEW Title III, Older Americans Act of 1965. Administered by: New York City Department of the Aging. Matching Funds: New York City Community College

UNIVERSITY OF CALIF.
LOS ANGELES

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